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ABSTRACT

This curriculum guide presents the components of a U.S. history course examining the causes and immediate effects of the opening of Japan to American trade and diplomacy by Commodore Matthew C. Perry's 1853-1854 Japanese expedition. The first part of the guide introduces the goals of the course. Next, the student objectives of the course are listed, emphasizing the basic understanding of the following: (1) the social institutions, political institutions, economic institutions, and international relations of the Tokugawa Shogunate at the time of the expedition; (2) political and economic motivations of the Fillmore administration to send the expedition to Japan; (3) the roles of Commodore Matthew C. Perry and Masahiro Abe; and (4) the general provisions of the Treaty of Kanagawa. The student learning activities of the course are then detailed, highlighting the pre-test, an essay, group discussions, and an oral presentation. The remainder of the curriculum guide provides the method of student evaluation, the time frame for the exercise, and the pre-test instrument. Contains a bibliography. (TGI)

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HISTORY

"THE 'BLACK SHIPS' AND SAKOKU: COMMODORE MATTHEW C. PERRY'S EXPEDITION TO JAPAN"

Use In: UNITED STATES HISTORY TO 1865

BY

TED FINKELSTON

Asian Studies Module

St. Louis Community College at Meramec

JC 970 297

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THE "BLACK SHIPS" AND SAKOKU : COMMODORE MATTHEW C. PERRY'S EXPEDITION TO JAPAN (1853-1854)

HST: 101 United States History to 1865

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1. Goals

To introduce students to the causes and immediate effects of the opening of Japan to American trade and diplomacy by the expedition of Commodore Matthew C. Perry to Japan in 1853-1854.

To have students develop a knowledge and understanding of the events, personalities, and ideas surrounding the Perry expedition to Japan from American and Japanese points of view.

2. Student Objectives

a. The student should have a basic understanding of the **social** institutions of the Tokugawa Shogunate at the time of the expedition.

b. The student should have a basic understanding of the **political** institutions of the Tokugawa Shogunate at the time of the expedition.

c. The student should have a basic understanding of the **economic** institutions of the Tokugawa Shogunate at the time of the expedition.

d. The student should have a basic understanding of the **international relations** of the Tokugawa Shogunate at the time of the expedition.

e. The student should have a basic understanding of the **political** motivations of the Fillmore Administration to send the expedition to Japan.

f. The student should have a basic understanding of the **economic** motivations of the Fillmore Administration to send the expedition to Japan.

g. The student should be able to identify and explain the role of **Commodore Matthew C. Perry.**

h. The student should be able to identify and explain the role of **Masahiro Abe.**

i. The student should be able to identify and explain the general provisions of the **Treaty of Kanagawa.**

3. Student Learning Activities

a. A pre-test will be given prior to the assignment. See attached.

b. The following materials will be put on reserve in the Library for students to check out and read:

Peter Duus, The Japanese Discovery of America: A Brief History with Documents. Boston, Bedford, 1996. The student will read Part 1 and Sections 1-4 of Part 2. (This book will also be available in the College Bookstore for purchase.)

James Fellows, "After centuries of Japanese isolation, a fateful meeting of East and West," Smithsonian, July 1994, v25 n4, 20-33.

Treaty of Kanagawa, March 31, 1854.

Students with special needs will be able to check out the all materials and take them to the Access Office on campus where they can receive the type of support services best suited to their needs.

c. After reading the articles the student will write an out of class essay which will "Compare and Contrast the Japanese and the American positions as to why Japan should or should not end its policy of isolation." This essay will be turned in for evaluation.

d. During the class period in which the essay has been turned in the students will be divided up into groups of three to discuss "Why did Japan End its Isolation?"

e. After the discussion each group will submit a written statement of their conclusions and be prepared to present an oral summation to the rest of the class.

4. Student Evaluation

Evaluation will be based on the out of class essay (80%) and the group statement (20%) and how well they demonstrated a basic understanding of the objectives as outlined above in item #2 (a through i). The essay and group statement will constitute the post-test for the material.

5. Time Frame

The suggested time frame for this exercise is two hours of class time.

6. Bibliography

Addition Readings for Students:

Barr, Pat. The Coming of the Barbarians: The Opening of Japan to the West, 1853-1870. New York, Dutton, 1967.

Perry, Matthew Calbraith. The Japan Expedition, 1852-1854. Washington, Smithsonian, 1968.

Runkle, Scott F. An Introduction to Japanese History. Tokyo, International Society for Educational Information, 1976.

Wiley, Peter. Yankees in the Land of the Gods: Commodore Perry and the Opening of Japan. New York, Viking, 1990.

Additional Readings for Faculty:

Dulles, Foster Rhea. Yankees and Samurai: America's Role in the Emergence of Modern Japan, 1791-1900. New York, Harper & Row, 1965.

Japan. Tokyo, Kodansha International Ltd. 1995.

Morison, Samuel Eliot. "Old Bruin": Commodore Matthew C. Perry, 1794-1858. Boston, Little, Brown, 1967.

Neumann, William L. America Encounters Japan: From Perry to MacArthur. Baltimore, Johns Hopkins, 1963.

Perry, Matthew Calbraith. The Japan Expedition, 1852-1854. Washington, Smithsonian, 1968.

Reischauer, Edwin O. Japan: The Story of a Nation. 4th Edition. New York, McGraw-Hill, 1990.

Runkle, Scott F. An Introduction to Japanese History. Tokyo, International Society for Educational Information, 1976.

Totman, Conrad. Japan Before Perry: A Short History. Berkeley, University of California, 1981.

Wiley, Peter. Yankees in the Land of the Gods: Commodore Perry and the Opening of Japan. New York, Viking, 1990.

Pre-Test for The "Black Ships" and Sokoku: Commodore Matthew C. Perry Expedition to Japan (1853-1854):

1. The government of Japan at the time of the Perry Expedition was the:

   a. Meiji.
   b. Tokugawa Shogunate.
   c. Quing Dynasty.
   d. kamikaze.

2. When Commodore Perry arrived in Japan he was:

   a. received with great celebrations.
   b. arrested and sent to prison.
   c. accepted as an equal to the emperor.
   d. told to leave at once and not to return.

3. Perry's fleet was known in Japan as the:

   a. "Golden Doves."
   b. "devil boats."
   c. "Black Ships."
   d. "The Great White Fleet."

4. The United States was primarily interested in Japan because it contained:

   a. gold.
   b. new markets for American goods.
   c. silk.
   d. coal.

5. The Japanese treated shipwrecked sailors with:

   a. kindness.
   b. as unfortunate immigrants.
   c. severity.
   d. compassion.

6. By the time of Perry's expedition the Japanese:

   a. had many converts to Christianity.
   b. had expelled or killed all Christians.
   c. hoped Perry brought Christian missionaries in his fleet.
   d. only recognized the Jesuits as true Christians.

7. Even though the Japanese followed a policy of isolation they allowed the _____ to settle in a trading post near Nagasaki.

a. Spanish
b. English
c. Portuguese
d. Dutch

8. What other Asian country became an object lesson to the Japanese when they confronted the West?

a. Korea.
b. China.
c. Viet Nam.
d. Mongolia.

9. The Japanese used the term sakoku to describe their:

a. opening of Japan to the West.
b. policy of isolation.
c. admiration for the West.
d. concern for Western industrialism.

10. Perry's expedition to Japan ended with the signing of Japan's first treaty with a Western nation. The treaty was known as:

a. The Treaty of Kanghwa.
b. The Treaty of Shimonoseki.
c. The Treaty of Portsmouth.
d. The Treaty of Kanagawa.